

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: John Ford Middle School

District: Calhoun County

Principal: Hughie Peterson

Superintendent: Ken Westbury

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

School Profile:

The demographics of the school are inclusive of the following: John Ford Middle School sits in the heart of St. Matthews and is populated by a diverse community. Calhoun County is a rural community with a population of approximately 15, 287. The average household size is 2.3 persons and the median household income is \$32, 726. Calhoun County has four public schools: two elementary schools, one middle school and one high school. Calhoun County has a total enrollment of 1, 657. John Ford represents the only middle school in Calhoun County. Currently, John Ford Middle School has an enrollment of 327 students in grade 6-8. Our data show that our poverty index is 90.6%. 87 % of John Ford Middle School students qualify for free lunch, 3% for reduced lunch and 10% of John Ford Middle School students pay for lunch. John Ford Middle School population consists of 81.4% African-Americans, 15% Caucasians, 2% Hispanics, and .6% other.

The Staff of John Ford Middle School consists of one(1) principal, one (1) assistant principal, two (2) district Instructional Facilitators, one (1) media specialist, one (1) guidance counselor, (1) one Career Facilitator, one (1) resource officer, one (1) school nurse, thirty-four (34) certified school teachers, fourteen (14) teacher assistants ten (10) custodial and food service personnel.

John Ford Middle School has 67% African American teachers and 33% Caucasian teachers.

Sixth Grade 2007 PACT Performance:

English/Language Arts						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	92	34.8	37	22.8	5.4	65.2
Mathematics						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	93	21.5	50.5	18.3	9.7	78.5
Science						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard

All Students	47	61.7	29.8	8.5		38.3
Social Studies						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	46	34.8	52.2	8.7	4.3	65.2

Seventh Grade 2007 PACT Performance:

English/Language Arts						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	137	41.6	40.1	18.2		58.4
Mathematics						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	137	29.2	54	12.4	4.4	70.8
Science						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	136	44.9	37.5	14.7	2.9	55.1
Social Studies						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	136	56.6	35.3	5.1	2.9	43.4

Eighth Grade 2007 PACT Performance:

English/Language Arts						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	132	42.4	47	8.3	2.3	57.6
Mathematics						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	132	42.4	50.8	6.1	0.8	57.6
Science						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	66	57.6	31.8	9.1	1.5	42.4
Social Studies						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	66	54.5	45.5			45.5

Population Diversity Performance:

ELA

Student Population	Below Basic	Basic	Proficient	Advanced
White	29.6	40.7	24.1	5.6
African-American	42.7	42.0	12.1	3.2

Math

Student Population	Below Basic	Basic	Proficient	Advanced
White	24.1	46.3	18.5	11.1
African-American	34.5	53.0	9.3	3.2

Science

Student Population	Below Basic	Basic	Proficient	Advanced
White	30.3	36.4	30.3	3.0
African-American	57.3	31.8	9.4	1.6

Social Studies

Student Population	Below Basic	Basic	Proficient	Advanced
White	42.5	40.0	12.5	5.0
African-American	53.6	42.1	2.7	1.6

Free/Reduced Lunch Performance:

	Below Basic	Basic	Proficient	Advanced
English	40.7	43.7	12.6	3.0
Math	33.8	53.0	8.6	4.6
Science	56.1	33.2	9.8	1.0
Social Studies	53.5	40.4	4.0	2.0

Three Year PACT Data:

English

	Enrollment	% tested	Below Basic	Basic	Proficient	Advanced
2007	368	98.9	39.8	41.8	14.9	3.5
2006	409	96.1	43.4	44.2	10.8	1.6
2005	430	99.1	44.2	47.4	7.2	1.2

Math

	Enrollment	% tested	Below Basic	Basic	Proficient	Advanced
2007	368	99.2	32.2	51.2	11.4	5.3
2006	409	95.8	40.8	44.0	9.8	5.3
2005	430	99.5	37.8	48.6	9.6	3.9

Science

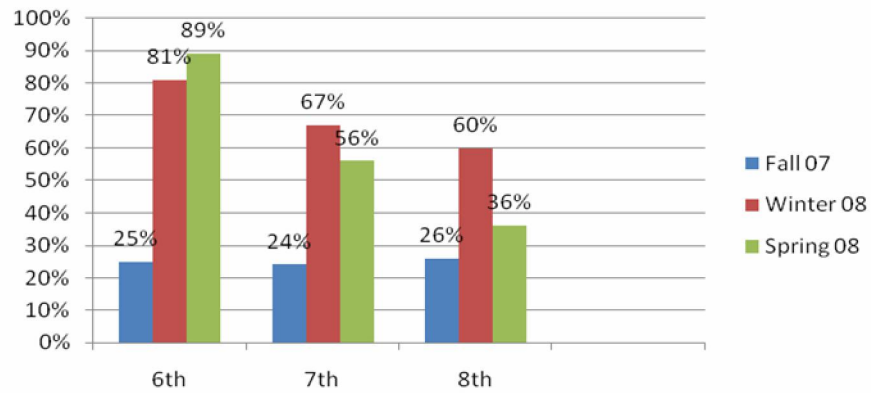
	Enrollment	% tested	Below Basic	Basic	Proficient	Advanced
2007	251	98.8	52.4	33.2	12.7	1.7
2006	409	95.4	65.5	26.4	4.9	3.1
2005	428	98.4	59.3	33.5	4.0	3.3

Social Studies:

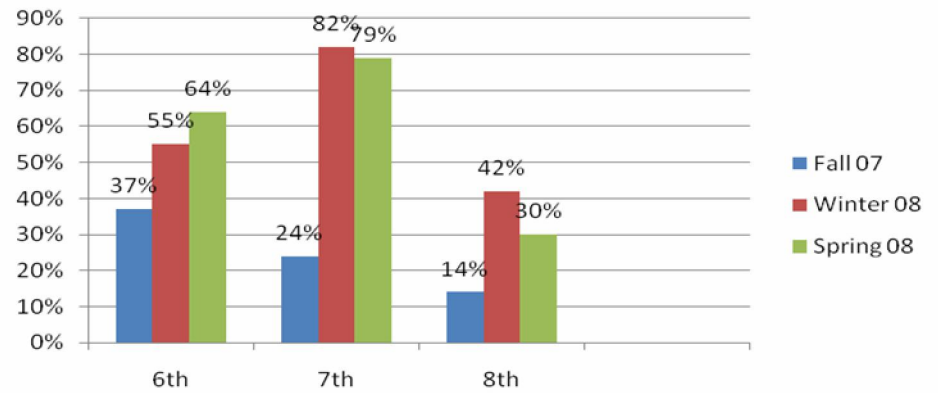
	Enrollment	% tested	Below Basic	Basic	Proficient	Advanced
2007	255	97.3	50.4	42.5	4.4	2.6
2006	409	95.4	51.4	39.2	6.8	2.6
2005	428	98.4	52.5	38.0	4.3	5.3

2007 Benchmark:

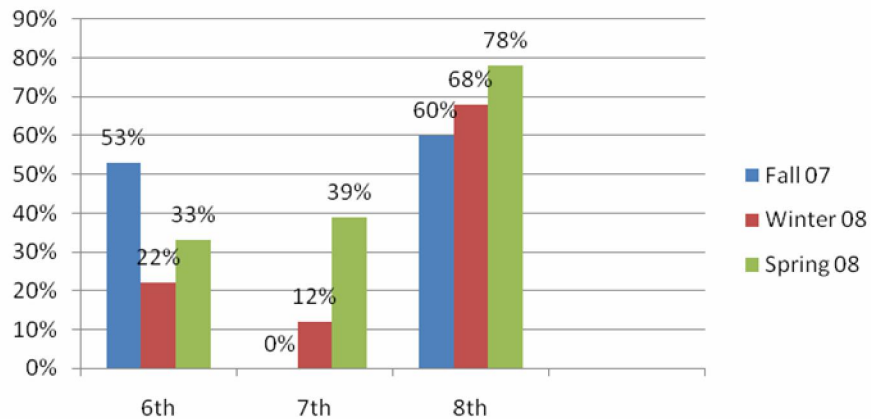
Math Benchmarks



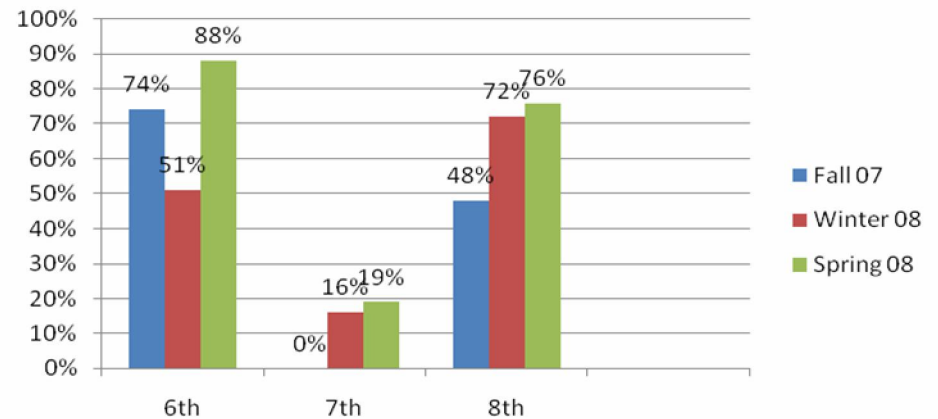
ELA Benchmarks



Science Benchmarks



Social Studies Benchmarks



Summary of Process:

Upon meeting with the External Review Team Liaison, Mr. Lemeul Stephens, he explained that the ERT process has been revised for the 2008-2009 school year and provided John Ford Middle School with a timeline. Collaborative teams were established at the beginning of the school

year. We met on Wednesdays to review our 2007-2008 Focused School Renewal Plan and generate ideas that would enhance the curriculum 2008-2009 for students of John Ford Middle School. Teachers examined PACT scores (continuous process) and the Leadership team examined the benchmark, STAR Math and Reading results. After discussion of the data with the principal, ERTL, district administrators, collaborative teams, school leadership teams, and school improvement council our focused goals were established for the 2008-2009 Focused School Renewal Plan.

Revision of Focused School Renewal Plan:

After disseminating the information from the External Review Team Process for Collaborative Planning to Increase Student Achievement session on August 5, 2008, we reviewed the recommendations from our External Review Team Committee and revised our goals in our plan. We met with our ERTL on August 27, 2008, the Superintendent on September 2, 2008, to make a timeline and review the FSRP. The District Instructional Facilitators met with the School Leadership Team to review the recommendations and develop goals and strategies for our revised FSRP. Our revision reflects S.M.A.R.T. and ambitious goals/strategies.

Narrative of Selected Goals:

The External Review Committee suggested that we rewrite our goals to be more ambitious, in addition to developing strategies that would enable the school to fully accomplish the goals. As a collective team, we decide to use the Anderson Five Benchmarks as our primary focus for this school year. Anderson Five Benchmarks are aligned with the South Carolina State Standards and all content areas are tested. We believe that an increase on these assessments will impact our results on the state standardized test.

It is our goal for the 2008-2009 Focus School Renewal Plan to utilize the Benchmark to increase the number of students scoring exemplary status on the state standardized test to meet the expected progress by 2009.

Additionally, it is our goal to have an increase on each grade level from our 2007 benchmark data. **The charts below show an average of our first, second and third quarter benchmarks and the ten percent increase that is expected at each grade level.**

Grade Level	ELA Percent of Students making 70% or above	Projected Percentage
6 th	52%	62%
7 th	62%	72%
8 th	29%	39%

Grade Level	Math Percent of Students making 70% or above	Projected Percentage
6th	65%	75%
7th	49%	59%
8th	40%	50%

Grade Level	Science Percent of Students making 70% or above	Projected Percentage
6th	36%	46%
7th	17%	27%
8th	69%	79%

Grade Level	Social Studies Percent of Students Making 70% or above	Projected Percentage
6th	71%	81%
7th	12%	22%
8th	65%	75%

Our goal is to decrease our failure rate, in-school suspensions, absences, out-of-school suspensions, and expulsions to provide a better school climate. Below the chart addresses our student's failure and passing rate, as well as the number of students who had in-school suspensions, out-of-school suspensions and expulsions. The chart also indicates the number of illegal absences and total number of absences.

School Year 2007

Sixth Grade Data					
Total Students	% Failed	% Pass	ISS	OSS	Expulsions
105	10.48	89.52	26	26	0

Seventh Grade Data					
Total Students	% Failed	% Pass	ISS	OSS	Expulsions
94	8.51	91.49	28	36	1

Eighth Grade					
Total Students	% Failed	% Pass	ISS	OSS	Expulsions
126	17.46	82.54	52	53	2

Attendance 2007

Grade Level	Number of Illegal Absences	Legal Absences	Total
6	227	386	613
7	164	629	793
8	238	834	1072

To reach our goal, we have developed strategies that will provide the rigor and relevance to achieve success. Richard Elmore states that “The purpose of leadership is the improvement of instructional practice and performance.” In this process, the principal, ERTL, District Administrators, School Leadership, School Improvement Council and Collaborative teams continue to work to establish an instructional focus and productive expectations for John Ford Middle School.

School Timeline

Timeline of Activities

Date	Activity to Achieve Objective	Persons/Agency Responsible
July 2008	Data retreat - View Preliminary PACT data Set up testing schedule Revise collaborative teams Review Professional Development calendar	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators
August 2008	Review Focused School Renewal Plan Implement Anderson Five curriculum and Pacing guide Implement school-wide discipline plan Review testing schedule ERTL visit Identify focus student groups Administer STAR Math and Reading assessments	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators
September 2008	Professional Development on early release Tuesdays View budget with district	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators

	<p>ERTL visit Disaggregate data</p> <p>Meet with School Leadership team</p> <p>Meet with Collaborative teams</p> <p>Meet with School Leadership team</p> <p>Set up schedule for after school program</p>	
October 2008	<p>1st Quarter Benchmark ERTL visit Professional Development on early release Tuesdays</p> <p>Disaggregate Benchmark data</p> <p>Book study</p> <p>Meet with Board of Trustees</p> <p>Meet with School Leadership team</p> <p>Meet with Collaborative teams</p> <p>Review Grade Distribution sheets</p>	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators
November 2008	<p>Professional development on early release Tuesdays</p> <p>Meet with School Leadership team</p> <p>Conduct a comparative study of the following data: PACT, Benchmark, and Grade Distribution</p> <p>ERTL visit</p>	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators

December 2008	Professional development on early release Tuesdays Meet with School Leadership team Meet with Collaborative teams ERTL visit	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators
January 2009	2 nd quarter benchmark ERTL visit Review Grade Distribution sheets Meet with School Leadership team Professional development on early release Tuesdays	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators
February 2009	Disaggregate data Meet with School Leadership team Meet with Collaborative teams Meet with School Improvement Council Review goals for FSRP Professional development on early release Tuesdays Administer STAR Math and Reading assessments ERTL visit	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators

March 2009	<p>3rd Quarter Benchmark</p> <p>Disaggregate data</p> <p>ERTL visit</p> <p>Professional development on early release Tuesdays</p> <p>Meet with School Leadership team</p> <p>Meet with Collaborative teams</p> <p>Develop new focus goals</p> <p>ERTL visit</p>	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators
April 2009	<p>Disaggregate data</p> <p>Professional development on early release Tuesdays</p> <p>Review Grade Distribution sheets</p> <p>Meet with School Leadership team</p> <p>Meet with Collaborative teams</p> <p>Meet with School Improvement Council</p> <p>ERTL visit</p>	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators

May 2009	PASS 4 th Quarter Benchmark	Principal, Assistant Principal, District Instructional Facilitators, teachers, guidance, district administrators

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: : By April 1, 2009, 62% of sixth grade students, 72% of seventh grade students, and 39% of eighth grade students will attain an average score of 70 or better as measured by the Anderson Five’s ELA benchmark.

Note: Current average scores: 52% sixth graders, 62% seventh graders and 29% eighth graders

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Implement the Anderson Five Curriculum pacing guide and benchmarks.	Hughie Peterson, Principal; Chris Mack, Assistant Principal; Christia Murdaugh- DIF; ELA Teachers- Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks	8/08 -4/09	A curriculum guide is designed to lead teachers in the creation of lessons that will produce higher levels of learning for all students. <ul style="list-style-type: none"> Lesson plans will be submitted weekly to the Principal, Assistant Principal, and District Instructional Facilitator to ensure that the standards, as outlined by the pacing guide, are being taught. Students will be given a quarterly benchmark to assess the standards that have been taught and to re-teach standards not mastered. Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks
Implement professional development on best practices; employ best practices, and observations.	Hughie Peterson Principal; Chris Mack, Assistant Principal; Christia Murdaugh- DIF	10/27/08-4/09	Professional development is the acquiring of skills that help to bring about growth in school faculties, which ultimately leads to effective changes in classroom practices and increased student achievement. <ul style="list-style-type: none"> Lesson Plans will embed the curriculum and varied instructional strategies. Observations will verify its use. Teacher feedback will give the teacher an opportunity to voice how to improve the professional development. <ul style="list-style-type: none"> Professional development agendas will be used to show implementation and date. Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh
Incorporate after school ‘Academic Power-Hour’ to provide academic assistance to students scoring a rating of Below Basic on PACT.	Guidance Counselors, Thomasena Simmons; teachers	9/08 – 4/09	The Academic Power-Hour will reinforce standards not mastered during regular instruction. <ul style="list-style-type: none"> Rosters will give an account of students enrolled in the program. Sign-in sheets will indicate students attending. Reports will indicate students’ grades.

			Person(s) responsible: Thomasena Simmons, Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks
Implement STAR Reading to monitor student's increased performance in reading.	Hughie Peterson, Principal; Chris Mack, Assistant Principal; Christia Murdaugh- DIF; ELA Teachers- Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks	9/08 1/09 4/09	<p>Star reading reports will be printed and given to parents. Student conferences will be held to discuss reading levels and projected reading levels.</p> <p>Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks</p>
Implement Orchard resources to correlate with Academic Power-Hour skills and assist with mastery of standards.	Hughie Peterson, Principal, Chris Mack, Assistant Principal; Christia Murdaugh- DIF; ELA Teachers- Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks	11/08 – 4/09	<p>Orchard is a program used to provide further assistance in helping students who scored below basic master standards. Orchard reports will be printed to show mastery of standards.</p> <p>Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks</p>
Incorporate Family Literacy Night to increase parent involvement in their child's academics by providing academic stations with information and activities that will assist parents in helping their children at home.	Hughie Peterson, Principal; Chris Mack, Assistant Principal; Christia Murdaugh- DIF; ELA Teachers- Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks	3/09	<p>Family Literacy Nights will inform parents of standards taught in the classroom. Evidence of parent involvement will be:</p> <ul style="list-style-type: none"> • Parent surveys • Scrapbook of pictures • Sign- in sheets • Videos <p>Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 75% of sixth grade students, 59% of seventh grade students, and 50% of eighth grade students will attain an average score of 70 or better as measured by the Anderson Five's Math benchmark.

Note: Current average scores: 65% sixth graders, 49% seventh graders and 40% eighth graders

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Implement the Anderson Five Curriculum pacing guide and benchmarks.	Hughie Peterson Principal; Chris Mack, Assistant Principal; Ronda Simmons, DIF; Math Teachers- Fersner, Brunson, Scott, Dunn, Floyd, Simon. Heatley, Archie-Simmons, Blacks	8/08 -4/09	<p>A curriculum guide is designed to lead teachers in the creation of lessons that will produce higher levels of learning for all students.</p> <ul style="list-style-type: none"> Lesson plans will be submitted weekly to the Principal, Assistant Principal, and District Instructional Facilitator to ensure that the standards, as outlined by the pacing guide, are being taught. Students will be given a quarterly benchmark to assess the standards that have been taught and to re-teach standards not mastered. <p>Peron(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Fersner, Brunson, Scott, Dunn, Floyd, Simon. Heatley, Archie-Simmons</p>
Implement professional development on best practices; employ best practices and observations.	Hughie Peterson Principal; Chris Mack, Assistant Principal; Ronda Simmons, DIF	10/27/08-4/09	<p>Professional development is the acquiring of skills that help to bring about growth in school faculties, which ultimately leads to effective changes in classroom practices and increased student achievement.</p> <ul style="list-style-type: none"> Lesson Plans will embed the curriculum and varied instructional strategies. Observations will verify its use. Teacher feedback will give the teacher an opportunity to voice how to improve the professional development. Professional development agendas will be used to show implementation and date. <p>Peron(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons</p>
Incorporate after school 'Academic Power-Hour' to provide academic assistance to students scoring a rating of Below Basic on PACT.	Guidance Counselors-Thomasena Simmons, Teachers	9/08 – 4/09	<p>The Academic Power-Hour will reinforce standards not mastered during regular instruction.</p> <ul style="list-style-type: none"> Rosters will give an account of students enrolled in the program. Sign-in sheets will indicate students attending. Reports will indicate students' grades.

			Peron(s) responsible: Thomasena Simmons, Fersner, Brunson, Scott, Dunn, Floyd, Simon. Heatley, Archie-Simmons
Review and summarize data to assist in improving instruction in the math classes.	Hughie Peterson Principal; Chris Mack, Assistant Principal; Ronda Simmons, DIF; Math Teachers- Fersner, Brunson, Scott, Dunn, Floyd, Simon. Heatley, Archie-Simmons	10/08-4/09	<p>The following data will be reviewed and summarized to improve instruction.</p> <ul style="list-style-type: none"> Quarterly benchmark data Grade distribution reports <p>Peron(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Fersner, Brunson, Scott, Dunn, Floyd, Simon. Heatley, Archie-Simmons</p>
Allocate funds and resources necessary to provide manipulatives and hands-on experiences in math classes. Observations will verify use of the manipulatives.	Hughie Peterson Principal; Chris Mack, Assistant Principal;	10/08	<p>Teachers will compile a list of needed manipulatives. Purchase orders will be evidence that resources were provided. Observations completed by Principal, Assistant Principal, and District Instructional Facilitators will verify use of the manipulatives.</p> <p>Peron(s) responsible: Hughie Peterson, Chris Mack</p>
Provide on-going staff development on teaching divergent learners.	Special Needs Teachers- Heatley, Archie-Simmons, Blacks	11/08	<p>Special Needs department will provide in-service on teaching divergent learners. Evidence will include agendas and sign-in rosters.</p> <p>Person(s): Heatley, Archie-Simmons, Blacks</p>
Provide opportunities for core subject teachers to collaborate and plan lessons.	Hughie Peterson Principal; Chris Mack, Assistant Principal	8/08 – 4/09	<p>The schedule allows time for core subject teachers on each grade level to plan.</p> <p>Evidence includes master schedule.</p> <p>Peron(s) responsible: Hughie Peterson, Chris Mack</p>
Implement accommodations and modifications into the instructional process for students with special needs.	Hughie Peterson Principal; Chris Mack, Assistant Principal; Ronda Simmons, DIF; Math Teachers- Fersner, Brunson, Scott, Dunn, Floyd, Simon. Heatley, Archie-Simmons	8/08 – 4/09	<p>Special needs teacher will provide teachers with modifications for students. Evidence includes modification plan.</p> <p>Peron(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Fersner, Brunson, Scott, Dunn, Floyd, Simon. Heatley, Archie-Simmons</p>

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2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, 46% of sixth grade students, 27% of seventh grade students, and 79 % of eighth grade students will attain an average score of 70 or better as measured by the Anderson Five’s Science benchmark.

Note: Current average scores: 36% sixth graders, 17% seventh graders and 69% eighth graders

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Implement the Anderson Five Curriculum pacing guide and benchmarks.	Hughie Peterson – Principal; Assistant Principal, Chris Mack; Ronda Simmons-DIF; Science Teachers – Funchess, Covington, Haigler	8/08 -4/09	<p>A curriculum guide is designed to lead teachers in the creation of lessons that will produce higher levels of learning for all students.</p> <ul style="list-style-type: none"> • Lesson plans will be submitted weekly to the Principal, Assistant Principal, and District Instructional Facilitator to ensure that the standards, as outlined by the pacing guide, are being taught. • Students will be given a quarterly benchmark to assess the standards that have been taught and to re-teach standards not mastered. <p>Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Funchess, Covington, Haigler</p>
Implement professional development on best practices; employ best practices and observations.	Hughie Peterson-Principal; Assistant Principal, Chris Mack; Ronda Simmons-DIF	10/27/08-4/09	<p>Professional development is the acquiring of skills that help to bring about growth in school faculties, which ultimately leads to effective changes in classroom practices and increased student achievement.</p> <ul style="list-style-type: none"> • Lesson Plans will embed the curriculum and varied instructional strategies. • Observations will verify its use. • Teacher feedback will give the teacher an opportunity to voice how to improve the professional development. • Professional development agendas will be used to show implementation and date. <p>Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons</p>

Conduct a minimum of three standards-based labs each nine weeks in the laboratory.	Hughie Peterson – Principal; Assistant Principal, Chris Mack; Ronda Simmons-DIF; Science Teachers – Funchess, Covington, Haigler	9/08 – 4/09	Lab write-ups, pictures, lesson plans, administrative and peer observations will document the use of labs within the science curriculum. Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Funchess, Covington, Haigler
Incorporate after school ‘Academic Power-Hour’ to provide academic assistance to students scoring a rating of Below Basic on PACT.	Guidance Counselors, Thomasena Simmons; teachers	9/08-4/09	Rosters will show student attendance during the program. Students will focus on process skills. Students will be given a quiz at the end of each session to check for understanding. Person(s) responsible: Thomasena Simmons, Funchess, Covington, Haigler
Increase the use of technology through COW (curriculum on wheels), CPS (classroom performance system, Smartboard lessons, and United Streaming.	Hughie Peterson – Principal; Assistant Principal, Chris Mack; Ronda Simmons-DIF; Science Teachers – Funchess, Covington, Haigler	8/08 – 4/09	Lesson plans will illustrate the use of technology in the class. All classrooms are equipped with classroom performance systems, smartboards and United Streaming. Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Funchess, Covington, Haigler
Sponsor a Science Technology Night in the Spring for students and their parents. Students will be available to share their Technology Design or Science Fair Project.	Hughie Peterson – Principal; Assistant Principal, Chris Mack; Ronda Simmons-DIF; Science Teachers – Funchess, Covington, Haigler	3/09	An agenda and sign-in sheet will provide evidence of our Science Technology Night. Pictures and a rubric will be given to the students and will also demonstrate student’s participation in the Science Technology Night. Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Funchess, Covington, Haigler
Require a minimum of one standards-based project with rubric each nine weeks.	Hughie Peterson – Principal; Assistant Principal, Chris Mack; Ronda Simmons-DIF; Science Teachers – Funchess, Covington, Haigler	8/08 – 4/09	Lesson plans, pictures, and a copy of the rubric will provide evidence of implementation. Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Funchess, Covington, Haigler

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: By April 1, 2009, 81% of sixth grade students, 22% of seventh grade students, and 75 % of eighth grade students will attain an average score of 70 or better as measured by the Anderson Five’s Social Studies benchmark.

Note: Current average scores: 71% sixth graders, 12% seventh graders and 65% eighth graders

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Implement the Anderson Five Curriculum pacing guide and benchmarks.	Hughie Peterson-Principal, ; Assistant Principal, Chris Mack; Christia Murdaugh-DIF, Social Studies Teachers- Peterson, Mitchell, Harley	8/08 -4/09	<p>A curriculum guide is designed to lead teachers in the creation of lessons that will produce higher levels of learning for all students.</p> <ul style="list-style-type: none"> Lesson plans will be submitted weekly to the Principal, Assistant Principal, and District Instructional Facilitator to ensure that the standards, as outlined by the pacing guide, are being taught. Students will be given a quarterly benchmark to assess the standards that have been taught and to re-teach standards not mastered. <p>Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Roscoe Mitchell, Brenda Peterson, and Bernice Harley</p>
Implement professional development on best practices; employ best practices and conduct observations.	Hughie Peterson-Principal; Assistant Principal, Chris Mack; Christia Murdaugh- DIF	10/27/08-4/09	<p>Professional development is the acquiring of skills that help to bring about growth in school faculties, which ultimately leads to effective changes in classroom practices and increased student achievement.</p> <ul style="list-style-type: none"> Lesson Plans will embed the curriculum and varied instructional strategies. Observations will verify its use. Teacher feedback will give the teacher an opportunity to voice how to improve the professional development. Professional development agendas will be used to show implementation and date. <p>Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh</p>

Integrate teaching of comprehension strategies into informational texts (event story pyramid, comparison/contrast, cause/effect, jig sawing)	Hughie Peterson-Principal, ; Assistant Principal, Chris Mack; Christia Murdaugh-DIF, Social Studies Teachers- Peterson, Mitchell, Harley	8/08 – 4/09	Lesson plans will be evaluated and observations conducted to observe the effectiveness of the strategies being used. Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Roscoe Mitchell, Brenda Peterson, and Bernice Harley
Integrate technology to enhance Social Studies instruction i.e. United Streaming, Brainpop.com PowerPoint, Smartboard, internet, and quiz.com	Hughie Peterson-Principal, ; Assistant Principal, Chris Mack; Christia Murdaugh-DIF, Social Studies Teachers- Peterson, Mitchell, Harley	8/08 – 4/09	Lesson plans will be evaluated and observations conducted to observe the effectiveness of the technology being used. Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Roscoe Mitchell, Brenda Peterson, and Bernice Harley
Use formal and informal assessments to provide information and guide instruction such as PACT scores, Benchmark results, and classroom assessments.	Hughie Peterson-Principal, ; Assistant Principal, Chris Mack; Christia Murdaugh-DIF, Social Studies Teachers- Peterson, Mitchell, Harley	8/08 – 4/09	The teacher will use results of assessments to evaluate the effectiveness of instruction and make adjustments as needed. Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Roscoe Mitchell, Brenda Peterson, and Bernice Harley

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By February 20, 2009, 90% of John Ford's teachers will implement at least six (6) research based instructional strategies learned from the School Leadership Team's planned staff development on strategic teaching to improve student achievement so that 62% of sixth grade students, 72% of seventh grade students, and 39% of eighth grade students will attain an average score of 70 or better as measured by the Anderson Five ELA benchmark.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Identify strategies to be taught based on the needs of JFMS.	Hughie Peterson-Principal, Chris Mack, Assistant Principal, Ronda Simmons, Christia Murdaugh-DIFS, School Leadership team	10/18/08	Sign-in rosters will be use as evidence of attendance at meetings. <ul style="list-style-type: none"> Agendas will be produced Hand-outs from the staff development. Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Christia Murdaugh, Stephanie Tyler, Carolyn Snider, Becky Haigler, Fran Culler, Roscoe Mitchell, and Ellen Heatley
Meet with School Leadership Team to plan staff development activities.	Hughie Peterson-Principal, Chris Mack, Assistant Principal, Ronda Simmons, Christia Murdaugh-DIFS, School Leadership team	10/08	The principal, assistant principal and district instructional facilitators will meet with school leadership team. The evidence will consist of: <ul style="list-style-type: none"> Sign-in rosters evidence of attendance at meetings The completed staff development calendar Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Christia Murdaugh, Stephanie Tyler, Carolyn Snider, Becky Haigler, Fran Culler, Roscoe Mitchell, and Ellen Heatley
Provide professional development using strategies from the Rigor and Relevance framework.	Hughie Peterson-Principal Chris Mack, Assistant Principal, Ronda Simmons, Christia Murdaugh-DIFS, School Leadership team	10/27/08	Sign-in rosters will be used as evidence of attendance at meetings. <ul style="list-style-type: none"> Flyers indicating the date of specific professional development activities. Agendas will be produced. Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Christia Murdaugh, Stephanie Tyler, Carolyn Snider,

			Becky Haigler, Fran Culler, Roscoe Mitchell, and Ellen Heatley
Conduct a minimum of three observations for the implementation of research based instructional strategies using the Rigor and Relevance Instructional Rubric. The teacher must make a passing score on each rubric (passing score varies on each rubric based on the number of items). By the third observation, the teacher must be proficient using the identified instructional strategy.	Hughie Peterson-Principal Chris Mack, Assistant Principal, Ronda Simmons, Christia Murdaugh-DIFS, School Leadership team	12/3/08-4/09	<p>The principal, assistant principal will conduct observations. The evidence will consist of:</p> <ul style="list-style-type: none"> • Conferences/feedback forms • Data that shows the number of instructional strategies used in the classroom through observations • Rigor and Relevance Instructional Rubric <p>Person(s) responsible: Hughie Peterson, Chris Mack, Ronda Simmons, Christia Murdaugh</p>
The Principal and Assistant Principal will attend training to provide effective feedback to teachers.	Hughie Peterson-Principal Chris Mack, Assistant Principal	10/08	<p>The principal and assistant principal will provide effective feedback to teachers for successful implementation of research based instructional strategies. The evidence will consist of:</p> <ul style="list-style-type: none"> • Sign-in rosters evidence of attendance at meetings <p>Person(s) responsible: Hughie Peterson, Chris Mack</p>
Implement the Anderson Five Curriculum pacing guide and benchmarks.	Hughie Peterson, Principal; Chris Mack, Assistant Principal; Christia Murdaugh- DIF; ELA Teachers-Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks	8/08 -4/09	<p>A curriculum guide is designed to lead teachers in the creation of lessons that will produce higher levels of learning for all students.</p> <ul style="list-style-type: none"> • Lesson plans will be submitted weekly to the Principal, Assistant Principal, and District Instructional Facilitator to ensure that the standards, as outlined by the pacing guide, are being taught. • Students will be given a quarterly benchmark to assess the standards that have been taught and to re-teach standards not mastered. <p>Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks</p>
Incorporate Family Literacy Night to increase parent involvement in their child's academics by providing academic stations with information and activities that will assist parents in helping their children at home.	Hughie Peterson, Principal; Chris Mack, Assistant Principal; Christia Murdaugh- DIF; ELA Teachers-Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks	3/09	<p>Family Literacy Nights will inform parents of standards taught in the classroom. Evidence of parent involvement will be:</p> <ul style="list-style-type: none"> • Parent surveys • Scrapbook of pictures • Sign- in sheets • Videos <p>Person(s) responsible: Hughie Peterson, Chris Mack, Christia Murdaugh, Heatley, Tyler, Colter-Haigler, Snider, Mason, Saxton, Archie-Simmons, Blacks</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: In order to improve instruction, the principal will implement an academic improvement plan that will result in an average 10% increase among all students passing core classes (ELA, Math, Science, Social Studies) as measured by grade distribution reports from the first to the third nine weeks grading period. This improvement plan is designed to affect character, school climate, and academic performance.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Implement a Character Education Program that will gauge students in developing behaviors that will lead to improved school citizenship and academic performance.	Hughie Peterson-Principal, Chris Mack, Assistant Principal	8/08-4/09	The Character Education Program will take place during homeroom. As evidence the teachers were given a character Education curriculum. Students write journals, role play, watch video clips, have discussions, relate to real world experiences, and participate in group activities. Person(s) responsible: Hughie Peterson, Chris Mack
Incorporate after school 'Academic Power-Hour' to provide academic assistance to students scoring a rating of Below Basic on PACT.	Hughie Peterson, Principal; Chris Mack, Assistant Principal; Guidance Counselors-Thomasena Simmons, Teachers	9/08-4/09	The Academic Power-Hour will reinforce standards not mastered during regular instruction. <ul style="list-style-type: none"> • Rosters will give an account of students enrolled in the program. • Sign-in sheets will indicate students attending. • Reports will indicate students' grades. Person(s) responsible: Hughie Peterson, Chris Mack, Thomasena Simmons
Analyze Grade Distribution Forms to monitor pass/fail percentages.	Hughie Peterson-Principal, Chris Mack, Assistant Principal; Ronda Simmons-DIF; Christia Murdaugh-DIF	10/31/28 1/20/09 3/30/09	Teachers are given grade Distribution Forms to complete at the end of each quarter. Grade Distribution Forms will be analyzed to monitor pass/fail percentages. <ul style="list-style-type: none"> • Grade Distribution Forms Person(s) responsible: Hughie Peterson-Principal, Chris Mack, Assistant Principal; Ronda Simmons-DIF; Christia Murdaugh-DIF
Implement a student incentive program for students who excel in their academics	Hughie Peterson, Principal; Chris Mack, Assistant Principal;	11/08	Students will be rewarded quarterly with various incentives. Evidence will include: nominations form teachers/Incentive Announcement, Honor roll/Principal's List, Character Student of the Month

	Guidance Counselors- Thomasena Simmons, Teachers		
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: During the 2009 school year, the district staff will provide the support, monitoring, feedback, and budget necessary to help in the development and implementation of the school's FSRP's which will result in

- **62% of sixth grade students, 72% of seventh grade students, and 39% of eighth grade students attaining an average score of 70 or better as measured by the Anderson Five's ELA benchmark.**
- **75% of sixth grade students, 59% of seventh grade students, and 50% of eighth grade students attaining an average score of 70 or better as measured by the Anderson Five's Math benchmark test by April 1, 2009.**
- **46% of sixth grade students, 27% of seventh grade students, and 79 % of eighth grade students attaining an average score of 70 or better as measured by the Anderson Five's Science benchmark test by April 1, 2009.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The superintendent will meet with the school administration to review and to make recommendations for development of the Focused School Renewal Plan.	Ken Westbury, Superintendent	8/08-4/09	The Superintendent will schedule meetings as needed. Evidence will include: <ul style="list-style-type: none"> • Sign-in rosters/Agenda • Meeting notes Person(s) responsible: Ken Westbury
The superintendent will meet with the school administration to assist with establishing and implementing a budget to support strategies for the Focused School Renewal Plan.	Ken Westbury, Superintendent	8/08-4/09	Evidence of budget meeting will be agendas, meeting notes and final budget. Person(s) responsible: Ken Westbury
Key district instructional staff will become familiar with the Rigor and Relevance Framework through attendance at school level staff development and/or through personal reading.	Ken Westbury, Superintendent Lyn Dukes, Assistant Super, Juliet Stout-White, Director of Special Services	10/18/08	Key district instructional staff will attend training. The evidence will include <ul style="list-style-type: none"> • Sign-in rosters/Agenda • Meeting notes • Hand-outs Person(s) responsible: Ken Westbury, Lyn Dukes, Juliet Stout-White

District Staff will make classroom visits for the purpose of evaluating instruction while paying particular attention to the use of the Rigor and Relevance Framework.	Ken Westbury, Superintendent Lyn Dukes, Assistant Super, Juliet Stout- White, Director of Special Services	10/27/08-4/09	<p>Evidence will include:</p> <ul style="list-style-type: none"> Conferences/feedback forms <p>Person(s) responsible: Ken Westbury, Lyn Dukes, Juliet Stout-White</p>
District leadership will meet with the staff of the school to reinforce the significance of the Focused School Renewal Plan.	Ken Westbury, Superintendent Lyn Dukes, Assistant Super, Juliet Stout- White, Director of Special Services	8/08-4/09	<p>The Superintendent will schedule meetings as needed.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> Sign-in rosters/Agenda Meeting notes <p>Person(s) responsible: Ken Westbury, Lyn Dukes, Juliet Stout-White</p>
The District Human Resources will provide the school with the best instructional staff that is available to support the instructional program.	Ken Westbury, Superintendent; Evelyn Fredrick	8/08-4/09	<p>The district will provide a list of highly qualified staff.</p> <p>Person(s) responsible: Ken Westbury and Evelyn Fredrick</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: To increase standards based instruction, district administrators will analyze core area standards mastery data by teacher each quarter and conference with teachers using the quarterly Anderson Five content area benchmark test results to monitor both teacher and student success, which will result in

- **62% of sixth grade students, 72% of seventh grade students, and 39% of eighth grade students attaining an average score of 70 or better as measured by the Anderson Five's ELA benchmark.**
- **75% of sixth grade students, 59% of seventh grade students, and 50% of eighth grade students attaining an average score of 70 or better as measured by the Anderson Five's Math benchmark test by April 1, 2009.**
- **46% of sixth grade students, 27% of seventh grade students, and 79 % of eighth grade students attaining an average score of 70 or better as measured by the Anderson Five's Science benchmark test by April 1, 2009.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Review and summarize data to assist in improving instruction in all core areas	Ken Westbury, Superintendent Lyn Dukes, Assistant Super.	10/08-4/09	The Assistant Superintendent will discuss with District Instructional Facilitators areas of strength and improvements after reviewing benchmark data. The evidence will include: <ul style="list-style-type: none"> • Benchmark quarterly report • Conference notes • E-mails of meeting dates Person(s) responsible: Lyn Dukes
Monitor use of the Anderson Five pacing guide to ensure use of standards.	Lyn Dukes, Assistant Super.	8/08-4/09	The Assistant Superintendent will meet with District Instructional Facilitators to discuss lesson plans in order to ensure the pacing guides are being used. Evidence of these meetings will be: <ul style="list-style-type: none"> • Conference notes • Emails of meeting dates Person(s) responsible: Lyn Dukes

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Benchmark – The benchmarks are designed by Anderson District Five and are aligned with the Anderson Five pacing guide and South Carolina State Standards.

Rigor/Relevance Framework – The Rigor/Relevance Framework is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

The Character Education Program – The program is endorsed by the National Middle School Association. The program is a nine part series that utilizes clips from movies to assist teachers and students in reflection and discussion about character and moral action.

Academic Power-Hour – An after-school program for students who scored below basic on the Palmetto Achievement Challenge Test.

Parent Intervention Program – When students are sent to the Reality Room (in-school suspension), the coordinator contacts the parents to avoid out of school suspension.

Orchard - Orchard is a computer program used as a tutorial for our after-school program. Orchard has over 150 Skill Trees covering over 3000 essential skills that are correlated to most state and national standardized tests.